

BREAKING THE *ICE* IN THE CLASSROOM: USING ICE-BREAKING IN THE TEACHING AND LEARNING PROCESS

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ABSTRACT

This research describes the kind of ice-breaking (ice breaker) and the importance of ice-breaking in the teaching and learning process. This research is library research. The analysis shows that using ice-breaking requires preparation and planning, including materials, methods, and media. Ice-breaking usually can be used as a warm-up activity at the beginning of learning. Ice-breaking must generate favorable impressions of students. Besides, the teacher must have strong impulses when delivering ice-breaking, be sensitive to the classroom environment, adaptable to the student's condition, and facilitate the students' needs. The teacher has the authority to vary or modify the game varieties of ice breaking while ensuring the duration needed. The ice-breaking is not only creating a joyful environment but also providing meaning and relevance to the subject material being presented. Icebreaker activities can be an effective way to create a comfortable and interactive learning environment in the classroom. They break the 'ice' to create a relaxed and positive atmosphere, allow students to feel comfortable, interact with classmates, open their minds to a more effective learning process, and solve students' concentration, absorption, learning interests, attention, motivation even learning outcomes. Ice-breaking activities can be applied to all subjects and can be combined with learning methods or other game techniques. The teacher as a learning facilitator may not leave the learning principles including learning how to learn, how to think, how to do, and how to live together. For teachers, preparing icebreakers in learning is the same as upgrading teachers' pedagogical, personal, social, and professional competencies.

Keywords: *Ice Breaker, Ice Breaking, teaching and learning process*

Introduction

Success in the learning process is influenced by many factors, starting from teachers, students, curriculum, and the surrounding environment (Rahmatullah, 2022). But from these factors, teachers and students are the determining factor for the success of a lesson. It was traced from understanding the essence of learning is the conscious effort of the teacher to help students to be able to learn with needs interest. A study can be said to be good if the teaching and learning process can be well received by students. In achieving acceptable learning by students, a teacher must have awareness and high sensitivity in dealing with students during the process of learning.

Teaching is an important profession (Herawati et al., 2021). Many things must be prepared by the teacher. They make lesson planning and teaching management before teaching, then implement it in front of the class, and after that, they have to evaluate the value of their students. To become a teacher professional, one has to learn all the time. Teachers should not stop learning, maybe in another profession there is a break time but it is impossible

for the teacher to stop. The teacher is the leader of the class. He/she must set a good example for students. The teacher must also be able to motivate students in class. In this modern era, students can get a lot of information or knowledge from many sources, they become smarter and more critical, Therefore, the teacher must improve the quality of their self and always innovate in the way of teaching and the tools used for delivering the teaching. Teachers also have to design a variety of fun activities to create a pleasant situation for both teachers and students during the process of learning. It often happens when the lesson is not interesting, students become bored, sleepy, or tired and no longer pay attention to the lesson. The teaching and learning process is called interesting if there is one fun atmosphere that can make students more focused on learning. Often, when the teacher explains in class, they usually spend a lot of time just delivering lessons regardless of the condition of the students.

Teachers must find suitable techniques to attract students' interest and make their lessons interesting (Herawati et al., 2021). Teachers are expected to be able to motivate their students to be active participation. It is not uncommon for students to lose motivation if the teacher continuously gives too many exams difficult or just explains without considering the condition of the students. Ways These do not give good results, on the other hand, they will give you bad motivation inside education from time to time. So, teachers or educators need to experiment with teaching methods entertaining. This can be done by searching or using games that can support their teaching and learning process. Teachers must realize the ability of students to absorb lessons in different classes. Some students can adapt to a certain way of teaching but some students cannot. Under these circumstances, students will not get any motivation to learn which will affect learning outcomes. When the situation in the classroom is comfortable and acceptable, students will not feel bored and anxious. Because it also often happens that students feel anxious during the teaching-learning process. So, the teacher has to come up with a good and fun way to make them relax.

Teaching and learning activities in class are important factors in the whole activity education at school. The success of achievement in education depends on how the process of learning is done in it. The learning process cannot occur in one way but must involve teachers and students. The relationship between the two must be intertwined well. The most important key in good learning activities is when there are different learning situations active, innovative, creative, effective, and fun. Students will get motivation to continue learning when they feel happy and ready to learn as most people have limitations in terms of focus and concentration (Fitria, 2022a).

Sometimes, teachers come across fewer students enthusiastic about learning activities. Many things cause students to lose enthusiasm and motivation when learning is in progress (Kurniawan et al., 2023). In general, elements such as students are too tense, the material studied is difficult, the material studied is not interesting for students, tired, students are passive because they are only listeners, fed up, monotone, or sleepy. If one of the elements is felt by students, it could result in other things, such as not understanding the material being studied, no interest in learning, and certainly not achieving the current learning objectives. The teacher must be able to analyze the boredom that appears so that learning can be maximized. One effort that can be made by the teacher is by doing icebreakers. Ice-breaking deep learning is very helpful so that students come back get excited, find motivation, and get back to concentrating. When people's concentration is disturbed, their attention will be distracted, so they cannot absorb knowledge as well as before. The results will not be like what we want. Therefore, teachers need to attract the attention of students or make them pay attention to them. To make students happy and enthusiastic about learning, the teacher must try to provide a conducive learning situation by using all the potential of the class. learning process teaching is an activity of interaction between teachers educators with students or students that occur in educational situations to achieve certain goals.

School and classroom are one unit that must be able to be a place for teachers and students to each other understand and care, respect each other's strengths, and help suppress weaknesses that become a challenge to develop. If we hope students will be persistent and eager to carry out the task learning, the teacher must show high enthusiasm during learning takes place as well as a deep sense of love for students. The enthusiasm shown by the teacher will transmit positive energy to students. The teacher must also be able to observe how students see themselves so that students feel motivated to learn. There are many ways that teachers can do this to arouse the attention and motivation of students including teachers can do interesting ice breaking, games, watching motivational videos, giving short lectures, telling stories, and so on, the teacher also has to create various methods and media different learning every day (Murniati et al., 2022).

In the teaching and learning process, sometimes we see arising unsupportive atmosphere to causes us to achieve the goals of learning. That atmosphere meant stiff, cold, or frozen so learning at that time became less comfortable. Ice breaking is useful for increasing the level of attention of participants' training (training). This needs to be done by the teacher because based on research results, on average each person to be able to concentrate on one particular focus is simply about 15 minutes (Khairiyah, 2022). After that one's concentration is already no longer able to concentrate (focus). The boredom experienced by students when participating in learning activities can hinder the process of study (Widiasworo, 2018). If students reach the saturation point, then of course they lose the motivation inside study. If the motivation to learn is lost then it will be very influential, namely a decrease in learning achievement. To overcome this, it takes an effort to break the saturation to be fresh and excited again in implementing and taking part in learning activities. In the learning process, we often encounter students who feel bored, sleepy, and bored with what learning is being done. Especially for elementary school students, where is the ability to concentrate for schoolchildren base can not last long enough. In this process the expertise of a teacher is tested to be able to control the class and restore student enthusiasm back in receiving the material being conveyed. Variations in teaching carried out by a teacher are one of the determining factors in restoring enthusiasm for learning student. Especially for students where in this period they are active and have fun playing. A monotony learning will make them quickly bored and bored.

Sometimes we as teachers see the emergence of an atmosphere that is less supportive to lead to not achieving the goals of learning. The atmosphere in question is stiff, cold, or frozen so learning at that time becomes less comfortable. Ice breaking is useful for raising the level of attention again learners (Mariyaningsih & Hidayati, 2018). A teacher must be sensitive when he sees symptoms that indicate that students are unable to concentrate again by doing ice breaking so that students become fresh and concentrate again. Ice breaking can be in the form of yells, applause, singing, gestures and songs, limb exercises, or games. In the educational process, teachers are required to create an atmosphere that can increase interest and motivation to learn learners. A teacher is required to be intelligent and creative in modifying learning activities to prevent students from experiencing boredom with activities monotonous learning. In addition, fun learning requires creative teacher resources, able to create an ice breaker that breaks up learning fatigue and implements a variety of learning approaches that are not boring (Asmani, 2015). The ice breaker shown should be educational, and not deviate from the material presented, so charisma teachers are well maintained.

The teaching and learning process or training activities will be more effective when done in pleasant situations (Sukmajadi & Simanjuntak, 2021). If learning or training activities are carried out in a atmosphere fun, can provide positive benefits for every participant. One of the positive benefits of the atmosphere or learning situation the fun thing is that it can reduce the boredom that can be felt/experienced by the participants during the learning process or

training. Besides that, the delivery of material by the teacher/lecturer/trainer/instructor in a fun way can make participants learn to become more enthusiastic, and enthusiastic in receiving material, and feel satisfied during the learning process. Thus, the learning process by implementing a fun learning atmosphere can go well and give positive results. Studying in classes or training has certainly become a menu daily for us as educators (teachers or lecturers). As the main facilitator in class, the teacher has a very important role in making this daily menu always fresh, interesting, and not boring. Therefore, presenting material in new ways and fun can be one factor in determining the results of the learning process in class. With a class atmosphere fun, participants will enjoy their learning activities without feeling depressed. Feelings of pleasure can produce affection for something matter. When associated with the lessons learned, pleasure in what is learned will grow a sense of affection towards lessons learned. Love for lessons/training that arise in the participants, has a positive influence, like raising awareness of himself to do something things from the learning that is obtained, without any coercion from external factors. Thus, the application of a learning atmosphere that is fun can provide high motivation for participants in carrying out the learning process.

In lessons sometimes we see arising unsupportive atmosphere to achieve the goals of learning. That atmosphere meant stiff, cold, or frozen so learning at that time became less comfortable. Icebreakers are useful for increasing the level of attention of students. This needs to be done by the teacher because based on research results, on average each person can concentrate on one particular focus for only about 15 minutes (Khairiyah, 2022). After that one's concentration is already no longer able to concentrate (focus). Many activities can be done to make students fresh and ready to learn. One of them is by giving icebreaker games. This game can reduce boredom increase learning motivation and can make the teaching and learning process better. Students need to be given activities that are "cooler" or "ice" for the brain. When the student's mind cannot concentrate or focus on the subject being studied, it means that the teacher must try to attract the attention of his students back. The usual effort of conventional teachers is by shouting, threatening, or even hitting the table. This way is not constructive. It even made the teaching and learning situation worse because students' emotional thoughts were affected. When students are bored or feel scared, they will "run away themselves" from involvement in the learning process, even though physically they are still in class, on the other hand, students are happy or in good condition when participating in learning. process, they will have attention to focus on the subject being studied and will be actively involved. In situations like this, the teacher must be able to provide a variety of learning that can be done with variations of ice-breaking (Rahmatullah, 2022). Therefore, every English teacher or even the prospective teacher has to be skillful in preparing an ice-breaker (Aniuranti et al., 2021).

Ice breaking is the way just the right way to set the mood and have fun again. Even though ice breaking is often known as a boredom breaker at the time of training- training, if this is carried out in activities learning will provide a different atmosphere. Ice breaking will restore the condition of students and the teacher will become excited again. Besides that, ice Breaking can also create an atmosphere that was before noise becomes more conducive and makes participants students better prepared to accept the subject matter. Ice technique breaking describes a learning process that combines learning and play activities to eliminate boredom in students and can increase enthusiasm for learning while teacher involvement plays a role as a student learning partner. An ice breaker is an activity done to train concentration, give a sense of comfort, and reduce student boredom (Jatmiko, 2019). Ice breaking is also needed so that students, get to know each other This activity, will lighten the mood rigidly. Through Ice-breaking activities, the students do suite activities to refresh the power of concentration. Ice breaking is also needed when there is visible saturation when the

teacher's teaching begins to be monotonous, less passionate, and deeply motivated to study, give lectures at length and the students chat with each other by themselves / friends.

Ice Breaking is the equivalent of two English words containing the meaning of "breaking the ice". This term is often used in training to remove the ice between the participant's practice, so that they know each other, understand, and can mutually interact well with one another (Arifianti & Astuti, 2023). As a technique of learning, the ice-breaking technique is linguistically meaningful "cooldown pause" whose existence is intentionally applied in the process of implementing learning, and its presence is considered as one way modern way to break the ice between interaction between teachers and students during ongoing learning activities (Alauddin & Ummah, 2018). Ice breaker means breaking ice, which means that the learner is sometimes in a saturated situation, with no attention, unfocused, or unenthusiastic in learning (Fatira et al., 2021). Ice breaking or ice breaker comes from two words, namely ice which means ice that is cold, frozen, and hard. Meanwhile, breaker means solving. So ice breakers can be interpreted as an attempt to break or melt a stiff atmosphere, cold as ice to be more comfortable, flowing, and relaxed (Rahmatullah, 2022). It is intended to restore the student's focus so that the material conveyed by the teacher can be accepted by students. Teachers need to take action by providing treatment in the form of action to get the learner active, a little play, and show something interesting to the learner.

Ice breaking is one of the modifications that can be applied in learning activities (Santosa et al., 2022). Ice breaking is an activity that is usually carried out in an activity to make participants feel comfortable in participating in activities. Ice breaking helps the teacher in the learning process ongoing. Giving the most appropriate ice breaking given critical moment, that is when students have experienced boredom and high saturation. Ice breaking is required because power limitations hold each student in the concentration of absorbing information, the various conditions of students when learning is carried out, and the presence of saturation or stiffness of the process atmosphere defense. Ice breaking is usually done by tucking a game, charades, in the middle of learning. Ice-breaking activities can be done for 5-10 minutes Just do not give it too long because you will get it later make students lazy to accept and come back because of the fun In the ice-breaking, the teacher too can provide variations by giving rewards or awards to increase student enthusiasm for learning. This technique in the implementation of learning is usually demonstrated in the form of brain exercises (gymnastics), giving riddles, claps, and games that can foster the emergence of interest in learning and as little as possible eliminate student learning boredom. To present this technique in the implementation of learning is very necessary teacher's creativity in carrying it out.

Several studies have been carried out which examined the role of icebreakers in learning activities. Researchers are interested in reviewing several previous studies related to the topic of 'ice breaking' in the teaching and learning process for both teachers and students.

Method

This research is library research. The library research method is a research method conducted by observing various related literature with problems in research, in the form of papers, books, or writing (Roosinda et al., 2021). Library research is a series of activities concerning library data collection methods. Almost all research is built on research previously. Researchers usually start by reading related literature and getting ideas from the literature. (Sumargono, 2021). Library research can be interpreted as a series of activities related to library data collection methods, reading and taking notes, and processing research materials (Zed, 2008). The benefit obtained from the study of literature is to acquire materials

that justify the orientation and theoretical basis. Library research contains a scientific review of rational variables of the problem under study.

There are two types of libraries (documents), namely primary libraries and secondary libraries (Dakhi, 2022). The primary library is a reading list from the results of research or literature studies published or obtained from research journals/scientific journals. In the secondary library, Literature is a library obtained from various sources, such as textbooks, indexes, encyclopedias, and others. In this research, the researcher uses documents in the form of books and article journals related to Ice Breaking in the teaching and learning process. In this research, the method of analyzing data uses content analysis. Ulfah et al. (2022) explain that content analysis is one of the data analysis techniques qualitative research used in research that addresses content and in-depth information both written information or information printed in the mass media. As library research, it is required to carry out content analysis, namely analyzing scientifically related library data, which is presented descriptively to describe.

Findings and Discussion

Findings

This research describes the kind of ice-breaking (ice breaker) and the importance of ice-breaking (ice breaker) for teachers and students in the teaching and learning process.

A. Kind of Ice Breaking into Learning

According to Corder (2003), an ice-breaking is a game or brief activity designed to help you and the group become acquainted at the beginning of a course. Additionally, icebreakers can be used as warm-up activities at the beginning of a session. The group stands in a circle and delivers a soft object or bean bag to one another as a typical ice-breaker. The person tossing must identify the individual who will receive the ball. Ice breaking can take many forms of activity. Ice breaking can be done anytime and anywhere. The principle is **to** bring up the mood of students, dispel boredom, and dilute tension. So it needs to pay attention to the time and duration. (Hapsari et al., 2023), the example of very ice breaking possible to do in learning activities such as funny riddles, humor, short stories, yells, gestures and songs, types of applause, and group games.

Ice Breakers is a compilation of classroom activities designed to foster cooperation and collaboration. Placing students who may not know each other well together and encouraging them to get to know their counterparts can improve intergroup communication skills, and classroom cooperation, and possibly ignite a new friendship. These activities are simple to organize and require minimal additional materials. The reproducible game cards required for some of the activities are included at the rear of the book, and several of the games utilize the same deck (Krueger, 2009). These cards can be printed on card stock and laminated to reduce wear and tear; doing so will also save us time from having to reprint them for future games.

Purwati et al. (2023) state that ice-breaking can be done namely light singing, dancing, all kinds of clapping, and doing various gymnastics that are currently viral. As for fun games that can be done for example game truth or dare, game statue shower, guess the word, riddles, answering friends' questions, and test games concentration. According to Sukmajadi & Simanjuntak (2021), the kinds of ice-breaking are greetings, various games, move and song, words of motivation, karaoke song, quiz and happy guessing, 'coconut' exercise, fresh humor, music, and exercise, faces and songs, various applause, yells of encouragement, and play challenge. According to Rahmatullah (2022), various kinds of ice-breaking can be done by teachers, among others, games, yelling, singing, gymnastics, telling stories, clapping, brain gymnastics, and guessing. For example, other ice breaking such as connecting words, and game splicing aim to test the speed of participants students

thinking and train the concentration of participants. This game can also train cooperation between participants. Picture guessing game, The game aims to train the speed of thinking and train cooperation between learners. Whose game is this game on purpose to get to know each other students can play in groups or between individuals. Correct formula game wrong, the game aims to train memory and concentration of students and training cooperation between participants. And there are many more variations of ice-breaking that teachers can do to break the atmosphere during the learning process.

Burkill & Eaton (2010) explain that a straightforward activity for ice-breaking is to couple students and have them interview each other about their names, interests, favorite television shows, etc. The roles are then reversed, with each pupil telling the class about the individual they interviewed. A more vocationally relevant icebreaker is to have students work in small groups to research and present on a notable writer, poet, artist, or scientist who has made a significant contribution to society. All students must participate in some capacity in the presentation. A delicate equilibrium must be struck between assisting a group of students in getting to know one another and causing humiliation. In any ice-breaking activity, the instructor must use discretion and care to ensure that no student feels threatened. "Tongue-Twister, English Game, and English Song" were the activities used to break the ice breaking While, Prihatini (2021) explains that the ice-breaking activities used include Articulated Singing Song Game (A Three S), Clapping Hands Game, Spelling Bee Game, Concentration Game, The Hang Man Game, Whisper Game, Story Family Game, English Quiz, English Snake Game, Scrabble, QR code. The types of games in ice-breaking should have something to do with the material lessons so that the delivery of material can be carried out optimally without reducing time allocation in the teaching and learning process. Through ice-breaking material delivery can be conveyed and easily accepted by students.

Lots of ice breaking that is easy to apply inside or outside the classroom, one example is with charades and this style (Tias, 2021). Applying this icebreaker is simple and can be carried out outside the student seat or outside class because this ice-breaking only requires hands to move and mouth movements as well. The method is very easy, namely by using paper as well or just using gestures, and friends/ other students guess what was said or what their hands or mouths move. Ice breaking is often on television and played by actresses, only the difference is applied here using words and materials it's simple.

Another way of ice breaking that can be done is Yoga Ice Breaking (Risadi & Premananda, 2022). Yoga ice breaking in simple terms is using yoga practices in the opening or during lessons to provide relaxation (breaking tension/freeze), then increasing student focus and increasing their learning motivation. The practice of icebreaking yoga also of course has different movements from yoga in general which makes this yoga practice simple to apply in class and doesn't take up a lot of learning time. The benefits of icebreaking yoga in this class will also train students physically and mentally and form important character values for these students.

According to Luthfi (2014), several techniques can be used in ice breaking, including: 1). Clapping. Clapping hands is an activity that is quite easy and can be implemented immediately without the need for complicated and lengthy preparations. The time needed to clap is between 1-3 minutes. 2). Gymnastics/movement Moving hands, feet, or other organs of the body alternately or together, in a simple way that is easy to do, not too draining or sweaty, not dangerous, and contains an element of joy. For gymnastic activities, it takes 1-5 minutes. 3). Singing. Singing is an activity that is liked by many people, from children to adults. Singing makes the class atmosphere cheerful again. The teacher is a little creative, changing (not destroying) the lyrics of songs that are "in" or

familiar without changing the tone, and of course, packaged educationally. Singing time takes 3 to 5 minutes. 4). Games Games in ice breaking are simulation activities that involve the audience/students reflecting on a certain lesson or example. The time required in the game is between 1 and 5 minutes. 5). Storytelling. Storytelling is the activity of telling a story, whether real, based on reality, or fiction that contains wisdom or examples. Telling stories takes 2–4 minutes. 6). Riddles or guesses. Puzzles, guesses, or quizzes are activities to stimulate student curiosity and build student creativity in making answers to problems from a unique perspective. This activity involves stronger cognition because you are required to answer while 1 to 2 minutes are sufficient. 7). Beautiful and meaningful sentences Present words or sentences that are inspirational, positive, and motivating for learning that contain wisdom and examples. The time required is between 2-4 minutes. 8). Film Screening of films that are positive, inspiring, and motivating students can be done by the teacher to fill the boredom or saturation of the class atmosphere. The duration of the movie playback does not exceed 5 minutes.

Playing activities for elementary school-age children is a very important thing because by playing children make moves and moving will stimulate physical and mental development. A simple exercise is one ice-breaking that can be done by the teacher in learning to eliminate boring situations in learning activities in class (Widodo, 2021). Simple gymnastics or other forms of ice-breaking that can be done by teachers by presenting jokes, variations of applause, singing, playing, and so on become important in learning because they can develop gross motor potential with play (Fitria, 2022b). Implementing an ice game breaking in the learning process can create a passive learning atmosphere to active, from stiff to motion, and from bored to cheerful. Especially ice breaking in the type of physical exercise, here the teacher asks students to move their bodies after several hours of silence in learning activities, with the body moving the blood flow will become smooth again, then the process of thinking will be fresh and creative.

Learning is interspersed with game methods in learning activities that will encourage movement and the activity of students in class. Through learning activities playing methods, both as an entertainment distraction in learning (ice breaking) and as methods in learning. On the other hand, motor development activities are roughly through extracurricular activities. This shows the integration of the potential development of students through intra-curricular and extracurricular activities. Widodo (2021) states that the integration of developing the potential of students through intra-activities curricular and extracurricular are in line with the principles of holistic education namely interdependence that each part has a relationship with the function of other parts, thus forming a complete and comprehensive system or the principle of connectedness (connectedness), which refers to the link between the curriculum framework and the various approaches used in each learning level.

The game is also intended to build a learning atmosphere dynamic, passionate, and enthusiastic (Sutikno, 2021). Game characteristics are to create a fun and serious learning atmosphere but relax. Games are used to create an atmosphere that learns from passive to active, from rigid to motion, and from saturated to spirit. The selection of game methods is directed so that learning objectives can be achieved efficiently and effectively in a happy atmosphere through discussing things that are difficult or difficult. It's better to use the game as part of the learning process, not just to fill the time blank or just a game or just for fun and entertainment.

Brain gym or brain exercises are exercises designed to help the brain function better during the learning process (Said, 2017). These exercises are based on the idea that simple exercise of physics helps blood flow to the brain and can help improve the learning process by ensuring the brain stays focused. Students can use simple exercises on them on

their own, and teachers can use them in the classroom to help keep energy levels up throughout the day. A teacher must be sensitive when he sees the symptoms indicating that students are not able to concentrate anymore by doing ice breaking so that students become fresh and concentrate again. Ice breaking can be done wrong with brain gym (Khairiyah, 2022a). Brain gym can help with learning difficulties, and improve self-confidence, memory, concentration, coordination body, eye coordination, stress, and phobias. This includes physical and mental exercise as well as movements, pressure, and energetic activity to stimulate the brain and nerves as a diagnostic tool. Brain gym has many main benefits for the balance of the right and left brain. When we often train the balance of the right and left brain through brain gym, it can improve the function of focusing and understanding, improve hearing acuity as well as vision, improve memory and speed up work of the brain, and help reduce the error when reading, memory, and comprehensive abilities as well increased visual arousal in people with language disorders.

All types of ice breaking above must be prepared and planned, both from the title, material, method, or media needed. Ice Breaking must also be served by spawning positive impressions for participants and teachers. So, the teacher should master the game to be played. Besides that, the teacher must also have strong instincts when Ice Breaking is delivered, whether the students are comfortable or still stiff. In addition, the teacher must also be sensitive to the classroom situation, easy to adjust to the participants and facilitate the needs of students. The types of Ice Breaking can be varied or modified in such a way by the teacher. The game is done not solely to create a happy or laughing atmosphere but should be able to provide meaning and relate to the subject material delivered. We also keep in mind that the duration of Ice Breaking must pay close attention, do not waste our time too long, so the main training material and objectives learning are not achieved.

B. The Importance of Ice Breakers in Classroom

One way to establish the climate of our classroom is to conduct an icebreaker activity (Mariotti, 2009). It means that to improve the atmosphere of fun learning, teachers can use and implement icebreakers in learning (Susanti, 2021). Icebreaker is an activity designed to break the ice or awkwardness among students and create a relaxed and positive atmosphere in the classroom. Icebreakers are not only beneficial for students but also for teachers (Wibowo, 2023). By using ice breaking, it is hoped that it can be used as a stimulus in the classroom. It can be used in the first 15 minutes before learning or 15 minutes at the end of learning as an activity reinforcement or strengthening (Prihatini, 2021).

As a teaching medium, Ice Breaking offers many benefits as follows: 1. Ice breaking can melt the class atmosphere which was originally awkward and scary to become more cheerful, exciting, and fun. 2. Ice breaking can restore the mood of students to be better. 3. Ice-breaking can help increase students' self-confidence. 4. Learners get more opportunities to express themselves. 5. Learners can have meaningful and memorable learning experiences. 6. Fostering the creativity of students in bringing up new and better ideas.

In the context of learning, creating an atmosphere that is comfortable and interactive in class is a thing very important (Wibowo, 2023). Students need to feel involved, motivated, and ready to learn. However, often at the beginning of the learning session, students may still feel awkward, hesitant, or even uncomfortable with the new environment and classmates who do not so they know. This is where the important role of icebreakers in learning appears. Icebreaker is an activity or game designed to break the ice

or awkwardness among students, build relationships social activities, and create a relaxed and positive atmosphere in the classroom. Icebreakers help students feel more comfortable, interact with classmates, and open their minds to more learning processes effective. One of the reasons why icebreakers are important in learning is because this activity can help build rapport between students. When students feel comfortable and connected with friends and classmates, they are more likely to share ideas, ask questions, and cooperate in group activities. Icebreakers help break up the initial freeze and build a strong sense of community among students, thereby creating an inclusive learning environment and collaboration. In addition, icebreakers can also increase motivation and student concentration. By starting a session learning with fun activities, students will feel more enthusiastic and interested in engaging in the learning process. Icebreakers can give new enthusiasm, refresh the mind, and help students focus on learning material that will be delivered. Not only that, ice social skills interactions that occur to hear, the breaker can also improve student communication. During the icebreaker, students study respect the opinions of others, cooperate, and communicate clearly. Strong social and communication skills are a valuable asset in student life outside the classroom, that is they will be used in various situations and future relationships.

Noviyanto et al. (2022) explain that in learning, a teacher can provide activities to break the atmosphere or solve saturation or what is known as ice-breaking. So far, ice-breaking is known during activities large-scale like a seminar, but for activities inside a class, the thing is also required. Some of the benefits of ice breakers are: (1) attract the attention of the audience (students); (2) deliver information; (3) invite/condition/influence; (4) participants can get to know each other. If in class all participants know each other, but ice breaking is done arousing the enthusiasm of students; (5) entertaining/ refreshment; (6) facilitating; (7) creating pause/fill in the blanks. Ice-breaking activities are not carried out every time free duration.

Sometimes suggested to do ice breaking are as follows: 1). Before starting the lesson. Ice breaking is done to influence the interest of students to follow Learning Activities. Ice-breaking activities can be carried out in the form of quizzes, and brain gymnastics, accompanied by simple movements songs, and others. 2) When the learning process takes place. Ice-breaking activities are done when learning activities take place associated with the topic of learning that is being presented. 3) Before finishing learning activities. Which activity is done by giving the test to provide an assessment to see the absorption of students on the material provided? 4) At any time during the learning process if needed. If students are bored, bored, sleepy, or tired, ice-breaking is needed to stimulate joy, excitement, and student refreshment. For the duration of ice breaking depending on the needs. In general, ice-breaking activities are usually 5-15 in duration minutes (Noviyanto et al., 2022).

According to Rahmatullah (2022), there are various ice-breaking activities benefits, one of which is creating a relaxed atmosphere conducive. An activity cannot run smoothly if the atmosphere is not conducive such as chatting or even making noise. Furthermore, ice-breaking is useful in increasing the intimacy between students. Ice breaking can eliminate boredom, boredom, anxiety, and fatigue from being able to go out temporarily during time of learning activities by doing free and cheerful movement activities, training students to interact with groups, increasing students' self-confidence, and learning to respect others. The benefit of breaking the latter is to train students' concentration. Concentration is the main key to doing something activity. With concentration, students can follow and understand the learning material well. The other advantages of ice breaking are making a long time feel faster, making an impact fun in the learning process, being used spontaneously or conceptually, making students refocus and not sleepy, and

making the atmosphere compact and unified. While the lack of ice breaking is the application is adjusted to the conditions in place of implementation, ice-breaking which does not vary or continue to be the same, can make students reluctant to follow given ice breaking.

Marzatifa et al. (2021) indicate that icebreaking can be applied to all subjects, including tutoring services for students. Ice Breaking can be combined with learning methods such as joyful learning methods or other game techniques because, after engaging in these activities, students' learning concentration improves and they can stimulate students' absorption, learning interests, learning attention, learning outcomes, and learning spirit.

Several benefits of icebreakers for teachers are: 1) Creating a positive learning environment: Icebreaker helps teachers create a classroom atmosphere that is positive and inclusive. By starting a learning session with fun activities, the teacher creates opportunities for students to feel comfortable, involved, and ready to learn. This positive learning environment creates better conditions for the absorption of better information and understanding. 2) Improving connection with students: Through icebreakers, teachers have the opportunity to interact with students on a more personal basis. this activity helps teachers understand interests, personalities, and students' needs in greater depth. By gaining this insight, teachers can build stronger relationships with students and respond to their needs better. It helps create an emotional bond between teacher and student, which in turn increases learning motivation and student engagement. 3) Improving teaching effectiveness: Icebreakers can improve teaching effectiveness because they help activate students mentally and emotionally. By creating an atmosphere fun and relaxed, students are more open to receiving new information and engaging in the process of study. This activity can also help improve problem-solving, teamwork, and student communication skills, which is important in learning collaborative and active student engagement. 4) Facilitating the introduction of new material: Icebreakers can be used as an effective tool for introducing or preparing students to new material to be learned. This activity can be used to attract students' attention, activate relevant prior knowledge or experience, and help students build an initial understanding of a particular concept or topic. Thus, the icebreaker serves as an effective entry point for deeper learning. In all, the use of deep icebreaker learning has significant benefits both for students and teachers. They create an environment of positive learning, increase engagement with students, reduce awkwardness, and help students develop important social skills. For teachers, icebreakers help build connections with students, improve teaching effectiveness, and facilitate the introduction of new material. Therefore, an icebreaker is a valuable tool for creating fun, interactive, and learning meaningful for all parties involved.

Discussion

Teachers can use ice-breaking as a way to review lessons that have been delivered before (Maisah, 2019). However, the delivery of ice breaking should not override the learning material that must be conveyed to students because the maximum duration for delivering ice breaking is 15 minutes. The main purpose of ice-breaking is to restore student concentration and enthusiasm for learning.

While several benefits of ice breaker for students are:

1. Strengthen social relations: Icebreaker helps students build social relationships with friends and new or unfamiliar classmates. This activity allows students to mutually interact, share stories, and find common ground among themselves. This helps create a bond with stronger social relations among students and creates an inclusive and supportive environment.

2. Reduces awkwardness and numbness: Divide some students, entering a new class or meeting with new classmates can become an awkward experience. Ice breaker helps relieve this awkwardness and numbness by creating a relaxed and enjoyable environment. Through this activity, students feel more comfortable interacting with others and are more confident in communicating.
3. Improve social skills: Icebreakers help students develop social skills which is important in everyday life. this activity involves collaboration, communication, listening, and respecting other people's opinions. Students study to work in teams, share ideas, and solve common problems. These strong social skills will assist students in interacting with others outside the classroom, both in the school environment and in public.
4. The learning atmosphere becomes fun. An ice breaker is a great way to create a conducive learning atmosphere in the class program so that dynamic, fun, and not boring to be able to focus on the learning process (Prihatini, 2021). Ice breaking attracts the focus of attention and melts the atmosphere in the class from a situation that is initially lacking or not even enthusiastic to being excited and back to conducive (Adawiyah et al., 2022). Implementing ice breaking as a way to divert the atmosphere which was originally uninteresting lessons turned into a pleasant atmosphere for learning, students became more relaxed and enthusiastic about learning Zakiyyah et al., 2022).
5. Increases motivation, engagement, and enthusiasm: Icebreaker provides a positive initial boost and revives students' enthusiasm for learning. By starting learning with fun activities, students become more enthusiastic and interested in being involved in the learning process. Increased student engagement can lead to more active participation, more questions, and more learning to be more effective. With motivation, students can develop activities and initiatives that can maintain persistence in learning activities (Agustina, 2016). Refreshing games (ice breaking) can motivate students in the learning process (Susanah & Alarifin, 2014). The learning atmosphere in class becomes more fun, students are highly motivated to participate in the learning process.
6. Improving students' learning outcomes. The application of ice-breaking (learning refresher) can improve student learning outcomes (Aziz, 2019; Kurniasih & Alarifin, 2015). (Aziz, 2019) the influence of the game ice breaker in improving student learning outcomes subjects. Ice-breaking effect on student learning outcomes. This can be seen from the posttest average score which is better than the pretest average score. In addition, ice-breaking makes the learning atmosphere fun, students are actively involved, interested in learning, and more focused and concentrated on understanding the subject matter. Thus, there is an effect of ice breaking on student learning outcomes (Deswanti et al., 2020).
7. Reducing learning boredom. The implementation of Icebreaking can attract students' interest in learning, learning motivation, absorption, learning outcomes, and communication skills. (3) the benefits derived from implementing Ice breaking are to eliminate boredom, and drowsiness with simple things that can be done by everyone without the need for qualified skills (Harianja & Sapri, 2022). Kusumawardhani & Mulyadi (2018) indicate that employing ice-breaking techniques can increase students' interest in learning, preventing them from feeling fatigued and uninterested throughout the English learning process. Adawiyah et al. (2022) conclude that there is a significant effect on the application of ice breaking in reducing student learning boredom. This means that the ice-breaking technique in learning can reduce student learning boredom. (Anggraeni et al., 2020) state that the role of ice breaking is to melt away the students in participating in learning, making students more motivated and enthusiastic in participating in learning and making students refocus on the teacher.

The teacher as a learning facilitator wherever possible presents ice-breaking that remains meaningful, positive, and matches the learning material, not just a pause, but a useful pause

(Luthfi, 2014). So that it does not leave the learning principles: 1. Learning how to learn (learn how to learn knowledge) 2. Learning how to think (learn how to think following scientific principles) 3. Learning how to do (learn how to do to become skilled) 4. Learning how to live together (learn how to have benefits in life as well as social and cultural value). For teachers, Preparing ice breaking in learning is the same as upgrading their pedagogical, personal, social, and professional competencies. Teachers must work hard and be smart to get out of the vortex of teaching and learning activities because the current educational paradigm is teaching and learning whose main focus is students as the main actors of learning.

The pedagogic competence of a teacher in providing a variety of learning is needed to create an active classroom atmosphere (Fitria, 2021). Teachers are required to develop innovation and creativity in developing learning variations that will be carried out (Rahmatullah, 2022). Ice Breaking helps the teacher in the learning process ongoing, helps when students are noisy or cool chatting, lack enthusiasm, and are sleepy. There are ice-breaking activities during learning so students can build a fully dynamic learning atmosphere passion and enthusiasm that can build the atmosphere of fun learning. Teachers can download ice break-in-ice breaking on YouTube (Susanti, 2021). There is a lot of ice-breaking on YouTube. The teacher's desire and willingness to use and apply it in learning. When a teacher has will and desire then there is nothing difficult. But conversely, if a teacher has no will then whatever it is will be difficult. This attitude will also affect the behavior of a teacher in creating learning quality. Therefore, teachers should be optimistic and not pessimistic. These two attitudes are very contradictory, and the impact is extraordinary.

Based on the description above, it can be concluded that Ice breaking is very important to do as a mood breaker in the learning process so that able to concentrate for long periods in the learning process. If a teacher only does learning with monotone then it will make students get bored quickly and feel bored as a result students cannot receive the subject matter that is conveyed by the teacher well. Icebreakers are capable of restoring the spirit of student learning after saturation. Implementation of ice breaking can be done within 5-10 minutes only. This case does maintain students' interest in learning again after ice breaking has been done.

Conclusion

The classroom activity of ice breaking requires planning, material, method, and media. Typically, icebreakers can be used as warm-up exercises at the outset of a learning session. Activities that break the ice can be an effective way to create a comfortable and interactive classroom environment. The ice braking should be meaningful and relevant to the subject matter while ensuring sufficient time to achieve the primary objectives. Students' concentration, absorption, learning interests, attention, motivation, learning outcomes, and learning spirit can be improved. They enable students to feel more at ease, interact with classmates, and engage in more effective learning processes. They may be utilized before beginning a lesson, during the learning process, before the conclusion of a test, or at any point during the learning process if necessary. All subjects can benefit from icebreaker activities, which can be combined with learning techniques such as joyous learning methods or other game techniques. The teacher, as a facilitator of learning, presents icebreakers that are meaningful, positive, and relevant to the subject matter whenever possible. So as not to depart from the learning principles, which include learning how to learn, how to think, how to act, and how to coexist. Preparing ice-breaking in learning for instructors is equivalent to enhancing their pedagogical, personal, social, and professional competencies.

Ice breaking requires preparation and planning, including the titles, materials, methods, and media required. Ice Breaking must also generate favorable impressions among participants and teachers. Therefore, the teacher must master the game being played. In

addition, the teacher must have strong impulses when delivering the icebreaker, regardless of whether the students are comfortable or still rigid. In addition, the teacher must be sensitive to the classroom environment, adaptable to the students, and able to facilitate the students' requirements. The teacher can vary or modify the varieties of Ice Breaking. The purpose of the game is not solely to create a joyful or humorous environment, but also to provide meaning and relevance to the material being presented. We also bear in mind that the duration of Ice Breaking requires close attention, lest we squander too much time and fail to learn the primary training material and objectives.

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